

AN ANALYSIS OF STUDENTS' ABILITY IN AN INTERPRETIVE LISTENING COURSE

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ABSTRACTS

The world of education currently requires students to study from home through online learning because of the covid 19 pandemic. Online learning has been going on for almost 2 years so learning is no longer face-to-face. Students faced some problems when they should learn interpretive Listening courses through online learning. One of the problems such as; Students got some difficulties understanding the material. This is the concern of researchers to analyze students' learning outcomes in an interpretive listening course during online learning. This research approach uses descriptive quantitative utilizing descriptive statistics. There were 55 students who participated in this research. The data was gathered by an online test. The test is available at <https://www.examenglish.com>. The result suggests students had an average of score 69.4 of the total sample, namely 55 students. Then there is a minimum or lowest score of 30 and the highest is 77. This score has conversion based on score of the Common European Framework of Reference for Languages (CEFR). Therefore, it indicated that student learning outcomes in interpretive listening courses can be categorized as advanced. Where they have an advanced level in understanding and comprehending of listening activities. Even with limited facilities and sometimes unsupported internet networks, the learning outcome was running well.

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INTRODUCTION

Dynamics are the nature of time, meaning that it is continually progressing towards a more perfect civilization. One indicator that changes over time is the use of information technology. The development of information technology has a major impact on changes in all areas of life (Handarini and Wulandari 2020). Information technology that is currently developing is used in almost all aspects of life. One aspect that cannot be separated from the use of information technology is education. In the world of education, information technology is used as part of the learning media to present subject matter to make it more

interesting, not monotonous, and to facilitate the delivery of learning materials. According to Fitriani Dinda Fadhilah et al. (2021) utilization of information and communication technology in learning is carried out in order to increase the effectiveness of the implementation of the learning process to improve student learning outcomes and the quality of individual students in terms of using technology more precisely and usefully.

Learning is a process built to develop students' creative thinking (Widodo and Kadarwati 2013). Meanwhile, the term 'daring' is an abbreviation of '*Dalam jaringan*' which is the Indonesian substitute of the word 'online' that is often related to internet technology. The learning process, whether using learning applications or social networking, is called online learning. According to Basilaia and Kvavadze (2020), online learning is the experience of knowledge transfer using video, audio, images, text communication, and software supported by internet networks (Zhu and Liu 2020). The essential factor in online learning is the readiness of educators and students to interact online. In education, the era of society 5.0 allows students to directly interact with robots specifically designed to replace educators or be remotely controlled by educators in the learning process (Elsy 2020). Online learning (on the network) is carried out through various applications (Suhada et al. 2020). A wide selection of applications for online lectures including Zoom, Google Classroom, Email, WhatsApp Group, Edlink, etc.

The success of online learning was highly dependent on several integrated components, such as students, educators, learning resources, and the technology used. According to Almahasees et al (2021) several disadvantages of online learning, such as student discipline, lack of internet access, and lack of social interaction common challenges for educational organizations and stakeholders.

According to Ardi (2015) listening is one of the skills that every language learner must master. It is usually defined as the ability to identify and understand what others are saying or talking about. Among the four language skills, listening is often considered the most difficult subject by foreign language learners because they need to understand monologues or dialogues delivered at an uncontrollable pace. As is the case with Interpretive Listening learning conducted by the second semester English Education students of FKIP Unilak with online learning methods via the web <https://www.examenglish.com>.

Where online learning has several obstacles, such as a limited internet network, as well as facilities that do not support the listening learning process, the cost of internet access is expensive. However, this must still be done online due to government regulations regarding restrictions on activities outside the home. Therefore, they should choose listening learning by accessing the web or online as independent learning that can be done in their respective places. Listening learning is by accessing the web <https://www.examenglish.com> students can choose the Listening Test menu. After clicking the listening menu, they can do the listening test questions where there are 15 questions with a duration of 20 minutes. After completing the work, students will get a score. From this score, students can see their level of listening ability, because listening levels will appear from A1-C2. A1 indicates that Listening ability is at the beginner level (Beginner), then A2 shows at the elementary level (Elementary), then B1 indicates that listening ability is at the intermediate level (Intermediate), and B2 indicates the upper intermediate level (Upper Intermediate). Meanwhile, the C1 level is advanced (Advanced) and C2 is the expert level (Proficient). It is also very easy for them to learn to listen through online methods. Therefore, researchers are interested in seeing Interpretive Listening learning abilities through <https://www.examenglish.com>.

Learning outcomes usually be achieved if the learning process has been forced, or can be interpreted as the result of students' understanding of certain material that has been taught by a teacher or lecturer. Learning outcomes are behavioral changes that span three domains, namely cognitive, affective, and psychomotor domains. The cognitive domain includes learning objectives related to knowledge regeneration and the development of intellectual abilities and skills. The affective domain includes learning goals that account for changes in attitudes, interests, values, and the development of conformity. Psychomotor domains, on the other hand, include behavioral changes that indicate that students have learned specific physical manipulation skills, the explanation of the learning outcomes is taken from the description (Rusman, 2014). Suci and Kasriyati (2021) revealed that a person can be said to have succeeded in learning if he is able to show a change in himself. These changes include mindset, skills, or attitudes toward objects. In this study, researchers will look at Bloom's theory, namely the ability in the cognitive domain of students in listening courses. So that students' ability to understand the expressions conveyed by native speakers will be measured through online learning, with the results in the form of scores.

The learning environment plays a very important role in the learning process, creating a comfortable learning atmosphere and motivation for students to achieve better learning outcomes. Learning environments are an important part of helping students learn better, so learning environments must create serenity and inspire better learning (Radovan and Makovec, 2015).

Online or virtual learning is seen as a new paradigm in the learning process because it can be done in a very simple way without the need for face-to-face classroom interaction and without relying solely on Internet connection-based applications. It is done. Learning goes smoothly. Online learning is a learning process that relies on an Internet connection to continue learning (Moore et al. 2011). Based on this description, teacher-student-only Internet The learning process does not require a classroom as it relies on connectivity to learn, but the truth is online learning is not a hassle-free way to learn. There are several problems usually associated with online learning, and online learning usually raises three problems: material use, student interaction, and learning environment (Fortune et al. 2011). As a source of information for learning research, it plays a very important role in the learning process. Student interaction is one of the factors that help students more optimally achieve good learning outcomes. Just like materials and student interactions, the learning environment also plays an important role in helping students achieve better learning outcomes. Student interaction is critical in the learning process, both between students and between students, to create enthusiasm for learning so that students can ultimately achieve maximum results. important to Student-to-student and student-to-faculty interactions should always aim to enhance communication and discussion of each activity in the teaching and learning process (Lin and Lin 2015). For example, if a student doesn't understand a question or concept, you can ask them to explain the problem until they do. Conversely, if the student you are explaining has a problem, you can ask the other student. If these students are unable to overcome these issues, they can ask the instructor. After (Romli 2018). Although online media is generally understood to mean all types of media formats accessible only through the Internet and including text, images, video, and audio as a means of online communication, a specific understanding of online media is defined as a framework defined as media within of mass communication. Listening practice can be done online by visiting multiple websites such as <https://www.examenglish.com> and Randall's ESL Cyber Listening Lab. This website allows students to easily edit listening questions.

Listening is an active meaning-building process that involves both types of processes: bottom-up and top-down processing (Nihei, 2002). According to Peterson (2001) defines top-down processing as "a higher-level process driven by the audience's expectations and

understanding of the context, themes, and nature of the world", while bottom-up processing is defined by him as "Lower-level processes, triggered by sounds, words, and phrases heard by the listener as they attempt to decode and give meaning to speech". Both processes are necessary in listening comprehension. They are interrelated in very complex relationships, and both are used to understand the meaning of auditory material. According to Buck (2001) explained that listeners need to understand phonetic input, vocabulary, and syntax (bottom-up processing) in order to comprehend information while using context, general knowledge, and past experiences (top-down processing).

RESEARCH METHOD

This research used descriptive with a quantitative approach. According to (Sugiyono 2018), the descriptive research method is described as follows. This means that this study wants to know what the state of the variable itself is, and has no influence or relationship with other variables such as experimental studies or correlations (Arikunto and Suharsimi 2014). According to Bungin (2015) uses a quantitative descriptive approach, observations, and methods used to describe, explain or summarize events that can be expressed through documentary material. This study aims to describe student learning outcomes in the Interpretive Listening course in the online lecture process at the Faculty of Teacher Training and Education, Universitas Lancang Kuning for the 2020/2021 academic year.

Research Design

The result of the test was analyzed by using descriptive statistics. Descriptive statistics are used to analyze data by describing data that has been collected as it is without intending to draw conclusions applying to general or generalization (Sugiyono 2018).

Population and Sample

The Population of this research was second-semester English students of the English Departments program at Universitas Lancang Kuning with a total of 55 students which consists of three classes, namely grades 2.1, 2.2, and 2.3. The sample in this research was 55 students who were participating in an Interpretive listening course. They learned interpretive listening online, the students accessed online learning sources during covid pandemic.

Instruments

This study used a test as an instrument. A test was conducted to measure students' ability in comprehending an interpretive listening course. Students accessed the link to get the test <https://www.examenglish.com>. There are 15 questions in this test. The questions get easier or harder according to their responses. At the end of the test, their English level will be assessed. The last students can see the last score from their test.

Data Analysis

This research was conducted in three stages, namely the stages of preparation, implementation, and data analysis. First, Preparation in conducting literature review observations in accordance with the formulation problems to be researched, and conducting field orientation as well as coordination between researchers, a set of instruments to complete the data needed, and determination of research subjects. Determination of the subject is done in total sampling.

The second is the research Implementation Stage, this stage is the stage of data collection. The initial stage of the literature study research collects student learning outcomes in the form of online test results using the <https://www.examenglish.com> site. The student

then takes an online test with 15-minute questions with a duration of 20 minutes, after all the questions are done, the test results appeared in the form of the CEFR level (A1-C2). After the data is collected, data processing was carried out by determining the level of student ability in doing the test. The test results in the form of numbers A1-C2 then be converted using numbers to calculate with descriptive statistical data.

Third, Processing and data analysis is processed using formulas or rules that are in accordance with the research approach. The data obtained from the test results (A1-C2), the results of this test was converted into numbers. After that, it will be calculated using a statistical descriptive count. In this case, the researcher looks for the count in several parts of the analysis of descriptive statistics such as the Sum of the score, Mean, Standard Deviation, and Percentage (Creswell 2012). This analysis aims to answer the formulation of the problem in the research. The data analysis technique used in this research is quantitative descriptive analysis. This technique is used to process data from students' Interpretive Listening learning test results. The Common European Framework of Reference for Languages (CEFR) is an internationally recognized standard for describing language proficiency.

Table 1
Standard of Language Proficiency

Level Common European Framework of Reference (CEFR)	EF-SET Score
A1 (Beginner)	1-30
A2 (Elementary)	31-40
B1 (Intermediate)	41-50
B2 (Upper Intermediate)	51-60
C1 (Advanced)	61-70
C2 (Proficient)	71-100

Source: Council of Europe in the 1990s

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This result indicated that the data on student learning outcomes or test scores in the listening learning process. There are 55 data on student learning outcomes that have been collected, which consists of three classes, namely grades 2.1, 2.2, and 2.3. The following research that has been obtained was described in detail, and the discussion of variables is carried out using quantitative data, meaning that the processed data is in the form of numbers or scores which are then interpreted qualitatively. The following explains in detail the description of the research data for each class.

Table 2
The Test Result of the Students

	Class 2.1	Class 2.2	Class 2.3	All Students
Mean	69,6153846	69,58333	67,8	69,43636
Standard Error	1,7906397	0,902727	2,353720459	0,946289
Median	72	70	70	70
Mode	75	70	#N/A	70
Standard Deviation	9,13050677	4,422439	5,263078947	7,01787
Sample Variance	83,3661538	19,55797	27,7	49,25051

Kurtosis	14,7774066	-0,41394	-0,469574737	17,88454
Skewness	-3,51230758	-0,04824	-0,893081988	-3,41075
Range	46	17	13	47
Minimum	30	60	60	30
Maximum	76	77	73	77
Sum	1810	1670	339	3819
Count	26	24	5	55
	0	0	0	0

There are 26 students in class 2.1, who have followed the online learning process. The following is the distribution of the values they get. The number of students in class 2.2 is as many as 24 students, this is the number of students less with class 2.1.

Based on table 2, it can be explained that the average student learning outcomes in class 2.2 are 69.5 with the minimum score obtained in that class being 60, while the maximum value is 77. This shows that the ability or learning outcomes in the Interpretive Listening course are at the same level, namely C1 (Advanced). While the number of students in class 2.3 is much less compared to the two classes, namely 5 students, this means that the number of students is less.

Based on table 2 the average value of this class is 67.8 which consists of 5 participants, then the minimum or lowest value is 60 and the highest value is 73, this shows that class 2.3 has almost the same ability as the two classes. namely Advanced or advanced (C1).

There are 3 classes and a total of 55 students who have participated in the online listening learning process. Based on the table above, it can be explained that the average value of Interpretive Listening for second-semester students is 69.4 of the total sample, namely 55 students. Then there is a minimum or lowest score of 30 and the highest is 77. So, it can be concluded that the second-semester student learning outcomes in the Interpretive Listening course are categorized at the C1 or Advanced level. The interpretive Listening ability of second-semester students is at an advanced or advanced stage even though the learning is done online by accessing the site <https://www.examenglish.com>, but the results show that students are able to use online learning. This is because the duration of time given is longer, meaning that students can repeat the test to achieve good results and then send it to the learning media as proof that they have worked. In addition, they are not controlled when they do the online listening test at home.

Discussion

The results of this study indicate that online Interpretive Listening learning does not have bad results, students are able to use online learning well. So that students' result test in the Interpretive Listening course show at an advanced or advanced level, even with the limited facilities and networks they have. The results of this study are different from Rozikin, Sari, Suratno, & Nurhayati (2021) with the title the Effect of Online Learning on Increasing Grade X Students at SMK Ma'arif 9 Kebumen, with a qualitative descriptive approach, it shows that online learning affects the decrease in the average grade of the class by 3.01% when compared to the value before the pandemic.

Then according to the results of research Liu and Ilyas (2020), the effect of online learning based on zoom cloud meetings on the learning outcomes of physics students at the University of Flores. The analysis results show that online learning through Zoom cloud meetings has an effect on learning results. This is evidenced by a t-count value of 6.136 with 26 degrees of freedom and a significance value of 0.00 (two-sided). Comparing the significance of $0.00 < 0 >$ with Table 2.059, we can conclude that H_0 was rejected and H_a

was accepted. The use of online-based materials in online tutorial activities at the Open University is not maximized. Some of the obstacles encountered are a lack of student-owned information technology, high cost of access, and time constraints. This study analyzed the impact of the use of online materials contained in online tutorials on student performance. The subjects of this research are 279 students in the Faculty of Economics who took economic statistics in 2013.1 and 2013.2. This study uses the correlation method. As a result, the use of online materials contained in online tutorials had a positive effect on the improvement of students' academic performance. The use of online materials needs to be further intensified to take research findings into account (Lestari, Nupikso, and Riyani, 2015).

The results of this study have similarities with research conducted by Lestari et al. (2015) based on the results of online learning showing well. Therefore, online learning that is carried out during a pandemic does not necessarily have bad or not optimal learning outcomes.

CONCLUSION

Online learning in the Interpretive Listening course has several problems when doing tests at home, such as unsupported facilities such as a limited internet network, limited access fees, and time constraints. However, student learning outcomes in Interpretive Listening courses can be categorized at the advanced or advanced level. From the results of this study, students used the online method for Interpretive Listening learning which was carried out for approximately one semester. The researchers suggested to the new researcher to conduct research that it has related to this study. The researchers hope the next researchers will conduct research on the new method or learning sources by online learning.

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